Vol. 120 APRIL 5, 1937 No. 14

APR 26 1937

The New Orleans Meeting

As Seen by
MARY ELIZABETH O'CONNOR

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LAURENCE B. BRINK

Citizenship in the Grades

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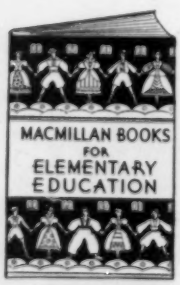

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Twice a Month for Better Schools

ESTABLISHED 1875

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OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

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THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are listed in Education Index.

The Editors Say...

Maybe for some time you will continue to think of it as the "Department of Superintendence." But its newly adopted title is a better one. It reads: "American Association of School Administrators." Its sub-title indicates that it is still "A Department of the National Education Association." And that is as it should be also.

Well—no matter what you call the nationwide group of educators and administrators, and regardless of whether you attended the recent convention at New Orleans or not, we think you will enjoy the breezy report which Miss Mary Elizabeth O'Connor brings you in this issue. To view or to review the meeting through her eyes will be a refreshing experience.

•

Glad We're "Alive"

Less than an hour ago we opened a letter from a teacher out in Los Angeles, who writes that she spent one whole afternoon in the public library looking over the educational magazines and taking notes on cards. Incidentally she put down for each magazine whether it seemed to her "Alive" or "Dead." Of course we were happy to learn that she regarded our particular output as among the living. But—her criticism of the professional journals as a class is so pointed that we believe the cause of education will be served by printing her comments in the "Reader's Forum," which is a popular feature of our Mid-Month News Edition. So watch for that letter in our issue of April 19.

•

Co-operation Counts

Many readers tell us that the quality and helpfulness of the material in our magazine is constantly improving. And we are modestly aware of it ourselves. There is an upward spiraling; one good article leading to another, as it were.

And so many of you are aiding with suggestions and with original material that we are tremendously encouraged. And that is what we want you and you and you to be—*tremendously encouraged.*

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 120 | Boston, April 5, 1937 | Number 7

World at Lessons

Super-Tragedy in Texas

THE worst disaster in the entire history of the American public schools has left us all stunned. The possibility that an explosion in a large school building could cost the lives of half-a-thousand children had scarcely occurred to any one—until the thing happened, over there in New London, Texas.

Yes, to be sure. The causes will be traced, and perchance some individual will be found who can be charged with major responsibility. This will not bring back a single life that has been taken. Perhaps it will prevent similar tragedies elsewhere.

Thoughtful observers will see many questions raised by the multiple horror at that concentration point of rural instruction. Friends of the 138,000 remaining one-room schools in the United States will challenge the safety as well as the desirability on other grounds of the consolidated school—especially the super-sized one. The public in general will awaken to the added menace of explosions which has come with certain types of heating device. A demand will perhaps be noted for one-story buildings having their classrooms spread over a wider area. And the necessity for fire drills—as well as their inadequacy in some circumstances—will be emphasized.

But to the parents and the surviving boys and girls and teachers of that stricken rural section, mourning for one in every three of its children—there is a universal sense of wanting to help and being helpless to do so, save by an outpouring of sympathy that is from the heart.

• • •

True Education Is Social

A PARAMOUNT gift of education is the habit of thinking beyond our narrow selves. This is why any education which leaves us grasping and cruel and anti-social fails to deserve the name of education at all.

A vivid imagination is essential for the perception of social values. One cannot be socially minded who is unable to put himself in other people's places, see things through their eyes, feel things with their feelings.

But imagination alone is hardly enough to overcome the primitive tendency to put self first in every situation. The sense of duty which comes through religion to some and seemingly by nature to others, is needed to transmute social imagination into social attitudes and acts.

To look out upon the world and measure everything one sees by whether it bodes well or ill for one's fellow men—that is, in a high sense, to be educated. It is to be alive and human, not dead nor dumb.

Released from our narrow cells, we shall wish jealously to preserve our rights, but we shall lift those rights to loftier levels of conduct—planes in which we cherish the rights of others equally with our own.

• • •

Sweet Freedom

FREEDOM of speech, of religious worship, of assembly and of the press—these are not the empty phrases which frequent repetition has apparently caused them to become in the reckoning of many Americans. One may even be convinced that these are the very bulwarks of democracy without being deeply concerned. For democracy itself has been so much criticized of late by advocates of certain forms of tyranny, that the preservation of democracy no longer appeals to every citizen as the all-important need.

The plain truth is that mighty, brutalizing forces are at work today trying to reduce individual self-respecting men and women to the status of serfs or animals—obeying the whip of self-constituted rulers, or rulers to whom authority has been granted through a popular feeling of weakness.

The rights of man are but the natural rights of an intelligent being. Cattle do not claim those rights.

Democracy itself is the right to delegate authority—and to get it back from time to time, and to limit it all the time, lest uncurbed authority grow unreasonable, unjust and arrogant.

Men who have never known freedom under restraint of laws they have themselves made, will be able to endure dictatorships which in some respects better their material conditions. But the citizens of a democracy cannot easily be sold on such "improvements," however glamorously they may be depicted from a distance.

Slow Discipline—in Michigan

ANY good schoolmaster could have told Governor Frank Murphy he was on the wrong track when he let the first sit-down strikes go unchecked. The time to stop disorder in a state or in a school is at the outset.

Taking unlawful possession of other people's property smacks of revolution. A discerning executive should have seen this fact and demanded respect for law and order before he would intervene to bring about a settlement of matters in dispute.

It is noteworthy that Connecticut's Governor Cross—a teacher by profession—did exactly what his Michigan colleague failed to do. He acted promptly and drastically with the police power of the state, when sit-downs first occurred. And we hear nothing more about them in that state.

What a conflagration may develop from a small spark that is not quenched while it is still quenchable!

• • •

To Swear or Not to Swear

THE lower legislative branches of two states—New York and Massachusetts—almost on the same day took directly opposite stands regarding repeal of teachers' oath laws. The New York Assembly refused to rescind the oath statute. The Massachusetts House of Representatives voted to remove the oath law from its books.

It is interesting to see how differently the currents of public opinion and legislative action may run in adjoining commonwealths. Evidently New York is still in fear of communism and determined to suppress it by a fascist big stick. All that is really accomplished by such a law is the paralyzing of teachers' efforts to present facts and issues that every high school student needs to have and to hear discussed. What few communists there are among the teachers can by no means be trusted to keep a distasteful oath of loyalty.

In Massachusetts and some other states, a saner faith in democracy and its power to hold its place in the esteem of young Americans, seems to have emerged after an interval for cool reflection.

Hysteria is a poor substitute for statesmanship in any state.

Repeal of the teachers' oath law, wherever it occurs, will be a victory for democracy—not communism.

• • •

The "Have-Not" Nations

NATIONS such as Germany, Italy and Japan have tried to enlist world sympathies on the plea that they are poor in raw materials and foodstuffs and must suffer unless they can have vast colonies as sources of supplies.

An international conference on raw materials has just concluded its preliminary sessions at Geneva and adjourned to June. One of the facts brought out at this meeting was—that all nations are to some extent "have nots." Even those with colonies are still obliged to import necessities and the colonies turn out to be of less help than might be expected.

Portugal, with extensive possessions, still imports coal, fuel oil, copper, lead, zinc and tin to the amount of $17,000,000 yearly. And Britain buys four-fifths of its food abroad.

There is much in what Soviet Representative Rosenblum said at the Geneva parley. It is not, he declared, a case of a poor person standing in front of a shop window, unable to buy, but of a young man unable to pay his tailor or his dinner check, but able to go to night clubs.

"Military preparations" might be read in place of "night clubs."

• • •

War's Vicious Circle

THE one lesson that the world seems determined not to learn, is the one about war. Every increase of armament causes an increase of distrust and fear. And every increase of distrust and fear causes a further increase of armaments. This vicious circle is operating more furiously today than it did before the World War.

Canada and the United States know from experience the opposite workings of the law of mutual confidence and trust. The fact that an international boundary of three thousand miles is completely devoid of military defence on either side strips jingoists of all their coveted opportunities to spread suspicion. War between these two nations is so definitely out of mind as to be almost inconceivable. The Dominion and the States may disagree over tariffs, or currency, or proposed waterways and power developments—but disagreements can be resolved in orderly ways wherever nations are disposed to resolve them in that manner.

Our country cannot very well spend its time bragging to the rest of the world about the great peace experiment that has been going on here for a century. Other countries would be bored. Besides, political rivalries and strains are powerfully affecting international relations in Europe, and these elements block the road to disarmament.

What the United States can do, however, is to make absolutely certain that its defence preparations are for defence only, and are small enough to be so recognized by all other nations.

Our geographic position is an aid to such a policy.

The New Orleans Meeting

A Report of the Sixty-Seventh Annual Convention of the Department of Superintendence, National Education Association

February 20 to 25, 1937

By MARY ELIZABETH O'CONNOR

SUNDAY. Everybody's here —but you! Such a joyous crowd in the station, the hotel lobbies and the auditorium. Old friends you've seen for years, new faces amused and a bit timid on the side of the crowd and the official N. E. A. family. Glad "Hello, there," handshaking and backslapping—such a jolly old-home-week atmosphere! Who says the teachers are a cold lot? How glad everybody was to see everybody! And you were not there —too bad! Well, I'll try to tell you a little about the meetings.

•

The vesper service opened with thousands in attendance, and beautiful music by a choir composed of 350 members from church choirs and twenty-one choral groups of New Orleans. One felt from the minute President Threlkeld opened the meeting that here was purposeful activity up-to-date—controversial and world-wide; that a bigger vision was to guide this meeting than had ever been in sway before.

•

President Palmer of the Chicago Theological Seminary gave an inspiring address, "Walking with God Today"—how we can walk with Him in nature, art and spiritual values against sordid sin or drab despair. But a better social order was the keynote. Walking with God in human engineering and in ways of peace, supplying youth with the raw materials for a basic philosophy of life and a reverence for eternal values. These are the teacher's responsibilities and privileges.

•

In the evening, with every seat in that great auditorium filled, and many people standing, the pupils from eleven New Orleans public schools gave a pageant, "The Glory of Dixie," which consisted of four episodes. Against a background of a lovely old southern home, a youth's return from college is celebrated by music, dancing and general merry-making—and then the darkies of the plantation go through their voodoo rites. In the next two episodes War with his companions, famine, fire and pestilence, pass through the land, and Dixie bravely turns to her resources and rebuilds her industries, and a new Dixie is reborn. Then came a scene from the Mardi Gras, a charming, riotous, joyous bit of Old World colorful fiesta. The whole crowd joined in unbounded joy. That pageant on the first night of the convention was a master stroke. It was not only beautifully done, but it oriented us into the hearts of New Orleans. This was a bird's-eye view of their past. We lived with them through their joys and sorrows, their struggles and their play, and we knew them as never before. We were ready for a week in their lovely, romantic city. We understood.

•

Monday—10,300 of us have poured into this beautiful city, and what a colorful scene greets us this morning! One hundred and twenty public and parochial school girls, bearing trays loaded with camellias, lined up on the stage, treat us to fine music, and slowly winding their way down, present each delegate with a lovely bloom so typical of Louisiana. A hearty welcome from Superintendent Bauer, into which he wove the glamour of the city's history, was responded to by his predecessor, J. M. Gwinn, now of California. Even he laid aside for a minute the untouchable supremacy of his present home state to pay tribute to New Orleans' wisdom in holding the best of the past and her welcome of the new. Superintendent Anderson of Omaha told us of the exhibits, saying it was 1937's largest, most expensive and most complete display, so I went down to see for myself. All he said was true, but I found out something else. It was a more pertinent display than we had ever had before. There was more educational guidance and less salesmanship on the part of the exhibitors. They understood the laws of learning on which these books and materials had grown, and were most anxious for us to see the exhibits. Mr. Allen of N. E. A. headquarters may well congratulate himself on the

pertinent, practical atmosphere of this educational exhibit.

•

Superintendent Stoddard of Providence gave one of the outstanding talks of the Convention. His title was "The Cost of Chance." It might well be called the "Reduction of Chance," for he wins most who plans best. Like so many of the speakers, he was greatly concerned with our democratic ideal, which will be safe only as it becomes a part of the philosophy of the majority of our people. Thus it becomes a major project of public schools to inculcate this democratic ideal. In this philosophy is there room for the opportunist and the dreamer? Yes, for both. No great plan ever came without the dreamer and opportunist behind it. It is careful planning, counting the chances on the high road and courageously meeting the cost that will make education a powerful factor in the coming social program —a program at our door.

•

Adult education came in for its share of attention Monday afternoon, and Superintendent Wiley G. Brooks, of Burlington, Iowa, gave a most interesting and inspiring paper on "Successful Practices" — how his system had reached out to meet the needs of the community, using its training and equipment in scores of ways.

•

Mary Guyton from the Massachusetts State Department was there (as always), a nationally recognized contributor in this very important, present division of public education.

•

John Dewey was the name in everybody's mind Monday evening when the Department of Superintendence presented him with an honorary life membership. Superintendent J. A. Sexson of Pasadena in his friendly and deeply earnest way made the presentation speech, voicing for us all our realization and appreciation of the vision and leadership of this great American educator.

•

Did you ever hear a United States Senator talk about war? Yes! But you still needed to hear Josh Lee from Oklahoma with his three-point plan. First, he would control the preparation for war; second, he would legislate to equalize the burdens of war; and third, he would comb the last vestige of profit from war. It was a fine thoughtful, courageously human address, and it stirred the audience to deep applause, which resulted on Thursday in resolutions demanding the universal war draft. Monday was the great day of the convention, but I can only give you a taste. I must go on.

•

Tuesday.—This morning all those beautiful girls who presented us with camellias yesterday met us with cotton balls, gaily wrapped in cellophane, and San Francisco, not to be outdone, presented us with a cloth poppy and blue ribbon, symbols of sunshine and worth, as she voiced her invitation to come to or through the Golden Gate in 1939. On the platform sat the Yearbook Commission, and on the program were three of its eleven members.

•

The theme of Education's Interpretation for Democracy ran through all the addresses. Superintendent Bair of Bronxville, N.Y., placed the situation with clearest simplicity before the audience. Not a choice between fascism and communism, he warned, but a choice between authoritarianism and democracy—between compulsion and liberty. The future of education hangs upon which of these two principles shall prevail. Henry Elmer Barnes pointed out how astonished George Washington would be to find us trying to run our high power, modern civilization on a constitution he helped to make 150 years ago. He advocated a coming to grips with realities and a realization on the part of education, "that its major function is to lead in the building of a new social order instead of serving as the temporary buttress of a decadent system."

•

Hollis Caswell of George Peabody College said if we are to have social change, achieved through orderly and informed direction, its guidance must be the function of education. The school must take on the responsibility of major leadership, which means increased concern and equipment on the part of the teachers. The general ignorance and apathy of the American people regarding the function of education in democratic life is alarming. On the other hand the spirit of dissatisfaction and readiness for change is widespread among educators. Critical evaluation and subsequent modification of our existing programs in the light of social struggles is the hope. It is no time for complacent sitting.

•

Tuesday evening, with a packed auditorium, brought us Norlin, Russell and Judd, names that stand out so bright in American education that they need no explanation nor placement—not even America needs to be added. President Norlin's paper was a masterly challenge on the interpretation of American Democracy for our schools. It will be printed in many places, and no one should miss reading it. Make a note now.

•

Dean Russell in his address on "Education for the Middle of the Road," warned of the danger of extreme right or left. We know what we do not want. "We are against

the methods of Fascism. We are against the methods of Communism. But when we are asked what we do want, our voice drops." We must take a positive stand for Democracy—no attention to the right or left, but education for the middle of the road. It was a clear, stirring, human address putting the task of education for democracy before us in a most straightforward fashion.

•

Wednesday.—Up early! We are invited out to the City Park under the "Dueling Oaks" to have breakfast with the New Orleans teachers. Eight thousand of us accepted that invitation. It was as simple as that. Can you imagine it? At 7 o'clock they came for us with busses and nearly every taxicab in the city, and out under those moss-hung live oaks with the morning mist veiling the rising sun an old-time duel was going on when we got there. And such a breakfast! Grits and grillade, boiled crabs and crayfish, French rolls and bananas, tanks of orange juice, and reservoirs of orange marmalade, with "*Huit mille calas tout chauds.*" Black-faced mammies, charcoal men, chimney sweeps, an organ grinder, a clothespole man, and serenading groups in colonial costumes sang and danced to entertain us. Confusion? Not a bit! Just joy, marvelous food, and the most genuine hospitality. Superintendent Bauer, Adele Stewart, head of the home economics department, and Cora Buck, head of the school lunch department, we will never forget you.

•

This morning was what some friends called "Columbia morning," for Jesse Newlon, George Counts and Thomas Briggs combined to give a remarkably outstanding program.

Would that I had time and space to review that program for you. Professor Newlon in dealing with the "Importance of a Point of View in School Administration" brought out such points as squarely meeting the problem of efficiency, and remembering that the efficiency of an enterprise can only be judged in the light of its purposes. We cannot take over bodily the practices of business and apply them to education, for after all the school is different. He carefully distinguished between lay control and internal administration, and the difference between policy making and administration. Later remarks from School Board members indicated he had given them food for thought. Teacher participation and the policy making responsibility of the administrator go hand in hand toward democracy. Is it to be orderly change or the road of violence and tyranny? This is the problem that confronts the administrator. The viewpoint makes all the difference in the world.

•

Professor Counts in discussing the "Prospect of American Democracy" is sure that the generation immediately ahead will decide whether American democracy is to survive or not, and to teach them blind loyalty to a traditional machinery is the surest way to destroy it. His remarks on the decline of economic democracy and the condition of political democracy with social democracy on a failing economic basis gave the key of the present threatening situation in this country.

•

Professor Briggs declared that America's high schools are moving in a "fog of uncertainty," and urged a more comprehensive program with an agreement on ten functions. Out of local discussions and proposals he sees a state-wide or even national program rising eventually.

•

Wednesday night we all went to the College dinners, each man for his own, and from there on to the grand ball, a glamorous bit of the Mardi Gras—gorgeous costumes, beautiful dancing, grace and quaintness of an old romantic world.

Thursday — President Pratt gave a real paper on "Viewing Our Work in Perspective." "Democracy is not a gift handed down by the Founding Fathers, but so far as it exists it is a day by day attainment in the living present." Teachers should adhere to the goal "of arriving as closely as possible to the whole truth."

•

Mr. Van Loon gave a delightful talk full of humor and wisdom. "Doubt has been the main incentive of what we are today," and yet he realizes that to doubt out loud gives anyone a red or pink shade in the eyes of many. He spoke of letting the school attend to the things for which it was intended, and the home attend to the things pertaining to the home. How the latter is to be brought about is not quite clear to all of us. He says our younger generation are drowning in an ocean of ease. He would substitute responsibility and hard-won achievement for easy, pleasant and painless learning. No, he didn't say anything about scars.

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Then we all lined up on the curb to see King Nor and his Krewe pass by. Fifty-eight floats and His Majesty paraded for the second time this year—another beautiful piece of Mardi Gras. Up to the reviewing stand at the auditorium where sat twelve-year-old Queen Valerie Marchesseau and twenty-five dukes and pages, went His Royal Highness in state to join his queen and review the rest of the floats as they passed by. In a reviewing stand erected next to the Queen's sat Dr. Charles B. Glenn, the newly-elected president of the Depart-

ment of Superintendence of the N. E. A. Oh, yes, I forgot to tell you we elected officers yesterday, but then you probably saw the list in the papers. Well, there sat President Glenn beside the Queen, looking just as important and happy as we hope he will feel all the year. This happy children's parade and those lovely negro spirituals by three hundred children yesterday were rare treats to us from other parts of the country. They took us into a new, romantic and different world where beauty, music and childhood soothed and happied us for a while. We, too, were children again.

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Conclusion — But, you say, didn't these days have any afternoons? Oh, yes—very important ones filled with sectional meetings, about which there is no space to tell. And we had committee meetings galore. Elections, resolutions, debates and discussions, showing good healthy red blood as usual, were in evidence. All day—half the night—we went and came, listened, talked, voted, and visited. And then we came away—came away to do something different?—to do something better? Time will tell—maybe a year from today.

Significant Sentences

Heard from Convention Platforms at New Orleans

FREDERICK H. BAIR, Superintendent of Schools, Bronxville, New York: "Education for effective democracy, in the face of conditions at home and abroad, is more than a job, it is more than a profession, it is a crusade. It is a race against catastrophe too imminent and too abysmal to be countenanced for the children we teach."

HARRY ELMER BARNES, Editorial Writer, New York, N.Y.: "Anyone who imagines that Fascism could not come to the United States is truly living in a food's paradise. Those conditions which favor the rise of Fascism are far more prevalent and well developed in the United States of America in 1937 than they were in Italy in 1920 or in Germany in 1925."

JOSH LEE, United States Senator from Oklahoma: "War never proves which is wrong. It only proves which is strong. If it is a question of medicine, ask a doctor. If it is a question of law, ask a lawyer. Then if it is a question of war, ask the warrior. Profits cannot flow in the munitions business unless blood flows on the battlefield. In my opinion, if our nation is plunged into war, every man jack of us and every dime of resources should be at the disposal of the government for the successful prosecution of that war. But there are those who say: 'That is a fine theory, but it cannot be put into practice.' Indeed, it can be put into practice."

JESSE H. NEWLON, Professor of Education, Teachers College, Columbia University, New York, N. Y.: "Upon educational administrators, more than upon any other group, rests the ultimate decision as to whether our schools will, in the uncertain years ahead, actually serve the purposes for which they were established. The outlook for American education is today more encouraging than for a long time, because its leaders are more sensitive to those dangers and have a deeper understanding of the function of social intelligence in a democracy."

GEORGE NORLIN, President of the University of Colorado, Boulder, Colorado: "When a board of education in a great city decrees that all pupils in the public schools shall be passed automatically from grade to grade, from the kindergarten through the high school, regardless of the quality of the work that they do, one is reminded of the cynical remark of the Harvard professor, who proposed to solve the whole problem of democratic education, lower and higher, by conferring the A.B. degree on every American child at birth."

ORVILLE C. PRATT, President, National Education Association, Superintendent of Schools, Spokane, Washington: "It is the business of the schools to be of the utmost possible aid to children in solving the problems which properly belong to them now. Citizenship is not primarily a matter of learning about the past in order to deal adequately with the future. Rather it consists in bringing to bear every available resource in order that children may *here* and *now* be good citizens in all their home, neighborhood and school relationships."

CARROLL R. REED, Superintendent of Schools, Minneapolis, Minnesota: "Good teaching is a fine art which cannot

be effective if it is enshrouded in a haze of theoretical vaporings. Nor can it be a mechanical process by which a robot merely follows a blueprint or specification handed down by authority."

PAUL C. STETSON, Superintendent of Schools, Indianapolis, Indiana: "I wish I could lay forever the charge of monotony and narrowness which too long has ignorantly been aimed at the profession of school teaching.

ALEXANDER J. STODDARD, Superintendent of Schools, Providence, R. I.: "We have not learned to adapt the educative process to meet individual needs; counseling and guidance are still in their infant stage; the traditional attitude towards the size of the instructional unit still prevails; school buildings are largely architectural adaptations of those of a generation ago and still are responsible for much of the rigidity of the school program instead of promoting its adaptability and flexibility; the curriculum still retains too much formality to be fully effective as a functional instrument for promoting child growth on an experimental basis; methods still reflect the old philosophy of education as a pouring into process rather than of growth from within; while the objectives of the educational program itself still place a disproportionate emphasis on acquiring facts, knowledge, and skills as over against the development of initiative, critical judgment, worthy habits of conduct, desirable attitudes and worthwhile appreciation. But it is very likely that these phases of the educational system will receive increasing attention."

J. W. STUDEBAKER, U. S. Commissioner of Education: "Education must do two things better and more extensively than it has in the past: (1) Develop patterns of democratic behavior in the group life of the learners. (2) Provide facilities by which people, young and old, trained in the ways of democracy may function intelligently on matters of current importance."

Now It's the American Association of School Administrators

THE Department of Superintendence changed its name at this convention to the American Association of School Administrators, a Department of the National Education Association. Affiliation with the N. E. A. has the same status as it had previous to the change of name. Another important action of the business assembly was adoption of a new method of choosing the president of the Department, who henceforth will be elected by preferential ballot in advance of the convention by mail. These changes were adopted upon the recommendation of the committee on a Longer Planned Program, headed by Superintendent Paul C. Stetson, Indianapolis, past-president of the Department.

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Charles B. Glenn, superintendent of schools, Birmingham, Alabama, was elected president of the organization for 1936-37. Superintendent A. L. Threlkeld, Denver, retiring president, automatically becomes first vice-president. J. W. Ramsey, superintendent of schools, Fort Smith, Ark., was elected second vice-president. Superintendent Jesse H. Mason, Canton, Ohio, was elected to fill the position made vacant on the executive committee by the death of Frank G. Pickell, superintendent, Montclair, N.J., whose term would have expired at the time of the convention. Executive Secretary S. D. Shankland was presented by Milton C. Potter, Milwaukee, for the past-presidents of the Department of Superintendence, with a special award in recognition of the fifteenth anniversary of his services as secretary.

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Resolutions adopted include:—

(1) Indorsement of the Harrison-Black-Fletcher bill now before Congress, which would make available for federal aid to education an initial sum of $100,000,000.

(2) A request that the place of education be given more consideration in the present reorganization of the federal government.

(3) An appeal for the restoration of services suspended or curtailed by the economic crisis.

(4) Emphasis upon a wider use of such agencies of education as sound pictures, radio, and press.

(5) A recommendation that an appropriate observance of Horace Mann's anniversary be held in every school in the land.

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The annual award of the Associated Exhibitors went to William McAndrew, formerly superintendent of schools in Chicago, now editor of *Educational Review: School and Society*.

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Among the cities inviting the convention of the Department of Superintendence for 1938 are: Chicago, Houston, Atlantic City, Kansas City, Mo., Philadelphia, and Cleveland. The convention city will not be chosen until the newly constituted executive committee has had an opportunity to investigate facilities offered.

History *Lives* in Old Virginia

By J. STUART WHITE
Richmond, Virginia

This beautiful state contributed much more than is generally realized to the establishment of our free institutions.

TEXTBOOKS alone are not sufficient to give the teacher a proper perspective of history, government, civics and allied subjects. The good teacher personalizes the information of the text with the experiences gained through visits to the homes of the great and to institutions and to battle sites so closely identified with great movements in our national life.

The historic shrines of Virginia are preserved. They recall the glories and the tragedies of the state's great past. They unite with the Shenandoah National Park and its wonderful Skyline Drive, the six state parks, natural wonders and seashore resorts to make the Old Dominion a most attractive vacationland for the teacher who seeks both pleasure and profit during her vacation.

Virginia's history began on May 13, 1607, when a courageous band of Englishmen dropped anchor at Jamestown, and there established the first permanent English settlement in America.

The old church at Jamestown, which stands on the foundations of the original one, has a monumental place in American history, for in the original church met the first representative law-making body in the new world, the forerunner of our great system of representative government.

The church, the churchyard, the Robert Hunt Shrine, the beautiful statues of Captain John Smith and the Indian princess Pocahontas, and the monument, together with the museum and the excavated portions of old foundations, offer the teacher many hours of interesting exploration.

Williamsburg, near Jamestown, is one of America's unique cities, having been restored to its Colonial setting through the generosity of John D. Rockefeller, Jr. Millions have been spent by him in painstaking study and research in the work of restoring the city to its original Colonial appearance, when the city was the political, social, and educational centre of the state.

The Governor's Palace, perhaps the most outstanding of the many restoration projects, is a stately mansion in which the royal governors lived in pomp and splendor. Some of the rooms contain rare Chinese wallpaper, antique furniture and other furnishings conforming to ancient inventories. The gardens are considered more thoroughly typical of formal eighteenth century gardens than any other in America.

Like the Governor's Palace, the Capitol, at one end of Duke of Gloucester Street, has been rebuilt on the original foundations.

Raleigh Tavern was a social centre where celebrities wined, dined, and discussed the vital issues of the day. The American Revolution is said to have been practically "hatched" within its walls. Phi Beta Kappa was founded in the tavern.

The Wren Building, oldest academic structure, stands on the campus of the College of William and Mary, second oldest institution of higher learning in the nation.

Just a few miles from Williamsburg is Yorktown, where one can feel the thrill of standing on ground where the American Revolution was finally won.

Jamestown, Williamsburg and Yorktown, situated within a few miles of each other, are now linked into the new Colonial National Park. A fine, broad boulevard connecting them is being built by the federal government as a part of its program to preserve the historic features of this area—where the nation was born, where representative government had its start on this continent, and where American independence was finally achieved.

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Richmond, capital of the state, might well be a laboratory for the teacher of American history and government. Old St. John's Church, in the eastern section of the city, seems still to echo the voice of Patrick Henry, who, standing in a pew in the presence of George Washington, Thomas Jefferson, John Marshall and others, fired the flames of the American Revolution with his eloquent oration which ended with these now famous words: "I care not what course others may pursue, but as for me, give me liberty or give me death!"

In the Capitol Square is the Capitol Building, the central unit of which was designed by Thomas Jefferson. Here meets the oldest representative law-making body in the new world. In this building the Virginia Ordinance of Secession was ratified. Here met the Congress of the Confederate States of

America from 1861 to 1865.

The old Hall of the House of Delegates was the scene of the celebrated trial of Aaron Burr for treason, at which Chief Justice John Marshall presided. Here General Lee accepted command of the armed forces of the state, in 1861. Busts of many famous Virginians are in the hall, while paintings of great beauty and value adorn the walls of the building.

The White House of the Confederacy is now a museum, housing priceless relics of the Confederacy, and a separate room has been set aside for the mementoes from each of the Southern States.

The Confederate Memorial Institute, frequently called "Battle Abbey," is an imposing monument to the Confederacy, and it houses beautiful murals and other valuable paintings associated with the war between the states.

The Edgar Allan Poe Shrine, one of the oldest buildings, contains many of Poe's manuscripts and other souvenirs connected with the life of this great Southern poet and writer.

Mount Vernon, overlooking the beautiful and historic Potomac River, reveals a new George Washington to many visitors. One sees the first president not only as a great statesman and soldier—as he is best known—but also as a lover of architecture, and a gentleman farmer with a devoted interest in lovely gardens, which are preserved on the estate.

Mount Vernon contains the bed in which Washington died, his swords, clothing, wine bottles, furniture and other things he actually used. A feeling of profound reverence surrounds his tomb, which is on the estate.

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Thomas Jefferson becomes a new and more fascinating character to those who will browse about Monticello, his mountain-top home just outside of Charlottesville. At Monticello he lies buried beneath a simple granite shaft on which are inscribed these words from his own pen: "Here was buried Thomas Jefferson, author of the Declaration of Independence, the Statute of Virginia for Religious Freedom, and the Father of the University of Virginia."

Jefferson is perhaps best known for the three accomplishments recorded so briefly on his tomb, but Monticello reflects the versatility, the personality and the inventive genius of the man. The clock with its unusual winding arrangement, the automatic device for opening double doors, the unique writing desk—all of which he built—are but a few of his unusual but useful inventions.

In sight of Monticello is Ash Lawn, a home of James Monroe, noted for its famous boxwood gardens.

The University of Virginia, at Charlottesville, had on its first governing board Jefferson, James Monroe and James Madison, all of whom became presidents of the United States. Edgar Allan Poe and Woodrow Wilson are among many celebrities who studied at the university.

Situated on one of the many hills of Staunton is the birthplace of Woodrow Wilson. The home is now preserved as a national shrine.

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Lexington is the site of Washington and Lee University, named after George Washington, who helped to found it, and after General R. E. Lee, who once served as its president. On the university campus is the Lee Chapel, where the famous Confederate

ST. JOHN'S CHURCH, RICHMOND, VIRGINIA

Here Patrick Henry made Revolutionary history in his eloquent oration beseeching the colonies to take arms against England. The oration ended with these now famous words: "Give me liberty or give me death!"

chieftain worshiped, and in which is his tomb as well as the tombs of several members of his family. In the same chapel is the famous recumbent statue of Lee, the work of Valentine.

Almost adjoining the campus of the university is the Virginia Military Institute, "The West Point of the South," founded nearly a century ago. General "Stonewall" Jackson taught at V. M. I. before joining the Confederate forces, and Matthew Fontaine Maury, known widely as "The Pathfinder of the Seas," was also a member of the faculty. The Institute has a museum of interesting relics, many of which are connected with the Confederacy.

Fredericksburg is often called "America's most historic city." Here one finds such places as St. George's Church, where several members of Washington's family worshiped, and where some of them are buried; the Masonic Lodge, where Washington was made a Mason; the law offices of James Monroe; the home of Mary, mother of Washington. Betty, Washington's sister, lived at Kenmore, which is a beautiful specimen of Colonial architecture.

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Wakefield, in Westmoreland County, is the restored birthplace of George Washington.

COLONIAL CAPITOL, WILLIAMSBURG, VIRGINIA

One of the many buildings in Colonial Williamsburg which have been restored by Mr. John D. Rockefeller, Jr., as a part of the restoration of the entire city to its Colonial appearance.

the original structure having been destroyed by fire. Stratford is a vast wooded estate on a high bluff overlooking the Potomac River. It is the sturdy home of the Lee family and the birthplace of General R. E. Lee.

The National Park Service has preserved four battlefield areas in Virginia as national battlefield parks. These areas are located near Richmond, Fredericksburg, Petersburg and Yorktown. Trained guides tell visitors the historic significance of the areas, which have been cleared, roads built through them, and fortifications restored.

Thus history lives in Virginia. The teacher who visits Virginia's many historic institutions will return to the classroom inspired by many new things learned about the nation's history. He will feel that his experiences have gained for him the equivalent of post graduate studies in American history.

EDUCATION'S GREATEST PERIL

"The greatest peril at sea is the fog." And the greatest peril in education is the fog of uncertainty in which we move. In it destinations cannot be seen; activities must be largely unco-ordinated; progress can be only guessed at rather than known. However uncomfortable it might be for administrators and teachers alike, far better would be a storm of criticism that blew away the fog and forced every member of the crew to put forth his best efforts toward developing co-operatively a comprehensive program for the care and the education of youth.

—Thomas H. Briggs, Teachers College, Columbia University.

We Stage an Art Show

By LAURENCE B. BRINK
Principal, Monticello Junior High School
Cleveland Heights, Ohio

MONTICELLO Junior High School in Cleveland Heights has recently presented a program of rather unusual character. The purposes were two: to display to the community the objectives of the art instruction and to make a sum of money for the purchase of special equipment for art teaching, not provided from the regular sources. The art teacher and the principal believed that neither of these purposes would be well served by the conventional art exhibit, and it was determined to give an auditorium presentation instead.

Miss Matilda Schott, the teacher of art in the school, did most of the research and the planning of the program during the summer vacation, and the art classes began work in properties and costumes as soon as the term opened in September. The preparation of these materials was at the same time a necessary preliminary for the exhibition and a series of class problems. The activities largely replaced those of the regular course of study, but they pointed toward the same objectives as the usual activities, and had the added advantage of extra motivation. Among the activities carried on were design, dyeing, and decoration of many types of costume; design and coloring of souvenir programs: making of both conventional and realistic costume masks; design and construction of letters for display; and study and research in connection with a copy of a great painting that hangs in the school.

The outlined program was intended to emphasize the various aspects of art study as conducted in the school: lettering, appreciation, color and design, representation, and craftsmanship. The following account of the five numbers of the program will indicate how each of these aspects was presented to the public.

The first act was a parade of pupils with cut-out letters, shoulder high, forming and reforming words and sentences appropriate to the occasion. This emphasized the work in lettering, and involved correlation with the girls' physical education work. The teacher of that subject arranged and prepared the number.

The illustration of the work in appreciation was a rather elaborate number in three scenes, all related to Rembrandt's painting, "The Night Watch," a copy of which hangs in the corridor of the school. The first scene represented a meeting of the company and their determination to commission Rembrandt to paint their group. In the second scene, the complete picture was represented by pupils, in costume, pose, and accoutrements carefully copied from the original, while the pupil impersonating Rembrandt described the painting as regards composition, color, and lighting. The third scene showed the rejection of the painting by the guild.

"The Symphony of Color" was a bright scene in which the central idea was that little girls, clad in dainty dresses of the various primary colors, were thrown into the mixing mill, and blended colors and tones resulted.

The number "In the Gallery" displayed the whole range of art activities in a way somewhat different from the usual art exhibit. Various objects, from tapestries to waste baskets, and from portrait sketches to clay statuettes, were displayed on walls and in cases on the stage, as if in a gallery. A pupil in the character of a guide conducted other pupils and gave a running discussion of the materials, interrupted by questions, quite after the manner of a gallery instructor.

The final section of the program was the most complex in structure. This was based on the story of the Odyssey, which is studied, in Palmer's translation, in the ninth grade English classes of the school. The presentation was made a definitely correlated project for the two departments. Two readers, a boy and a girl, enthroned at the side of the stage, read the text, which introduced the performance and supplemented the action in the various scenes. This text was original, but the content was taken from the Odyssey and the style was in imitation of Professor Palmer's translation. The opening and closing scenes, acting as a frame for the story, showed Odysseus in the court of King Alcinous, beginning and closing the story of his adventures. The intervening scenes were the adventures themselves, presented in tableaux. These gave opportunity for the solution of interesting problems in costume, lighting, and posture, and especially for the use of grotesque masks.

The school and the community were pleased with the program both as an illuminating presentation of the aims of art study, and as an entertainment unusual and satisfying in itself.

Citizenship in the Grades

By EMMA REINHARDT

Eastern Illinois State Teachers College, Charleston, Illinois

IN these troubled times when the force of H. G. Wells' oft-quoted statement, "Civilization is a race between education and catastrophe," may just be dawning upon us, it is highly appropriate for us to turn our attention to the problem of education for citizenship in a democracy. It is a problem that especially concerns the elementary school because this is the unit of the school system that reaches the majority of children.

To be sure, education for citizenship begins even before a child enters school. The story is told of a mother who asked a psychologist when she should begin the education of her one-year-old son. The psychologist replied: "Madam, you have lost a most valuable year."*

While a child is still in the cradle he begins to develop the traits that may make him a good or a bad citizen. If he is wisely reared, he soon learns that crying to secure his own way is of no avail, and thus begins his first lesson in self-control. He learns to dress himself, to put on his shoes and stockings, and thus begins his early training in self-reliance. He learns to refrain from snatching toys from other children, and thus begins his training in respect for the rights of others. He learns to obey promptly and cheerfully the requests of his parents, and thus he develops respect for authority. He learns to share in household tasks, and thus he learns the joy of service to others.

If every home were ideal, and every child were surrounded by conditions conducive to good citizenship, the task of the elementary teacher would be greatly lightened. But regardless of the nature of the child's pre-school experiences, the school must take the child and carry forward day by day his education for citizenship.

How, then, may the elementary school teach citizenship? The answer to this question is not easy. Indeed, there is no one answer. There is no magic formula that will produce the desired results. The problem is ever challenging. If we expect a set solution that will work once and for all we are as doomed to disappointment as the woman who remarked to Professor Merriam at the close of a course on municipal government: "I am very much disappointed in your course." Professor Merriam inquired: "What had you expected that you did not find?" And the woman answered: "I had hoped to carry away a series of definite conclusions on a large number of municipal problems; and I expected to be able to quote you as the authority for these statements."†

However, the admission that there is no set solution for the problem of teaching citizenship is not the same as a statement that there is no solution. There are some guideposts that may keep us from wandering too far astray in our efforts.

Clearly, the teaching of citizenship must be concerned with three things: (1) forming habits; (2) inculcating knowledge; and (3) engendering ideals.

Unquestionably the formation of right habits lies at the basis of good citizenship. It does little good for pupils simply to talk about citizenship; they must practice it. The futility of mere verbalizing is well illustrated by the experience that Mr. Rogers had when he set the writing of the salute to the flag as a penmanship exercise in Chicago schools. He found that hundreds of children were saying: "I pledge a legion." "And to the republicans for which I stand." "One nation invisible." "With liberty and gestures." "With liberty and jesters."

The teacher must decide upon the traits to be developed, and then he must see that his pupils have ample opportunities for practice. In one sense, he makes it possible for them to become "walking bundles of habits."

Along with the formation of habits must go the inculcation of knowledge. Habits may suffice in unvarying situations, but knowledge is essential if pupils are to meet new situations satisfactorily. What constitutes desirable procedure under one set of circumstances may be undesirable under different conditions. It is a truism that we are living in a period of rapid change. We are always preparing pupils for an uncertain future. Hence, dynamic knowledge is indispensable.

In addition to habits and knowledge, ideals must be developed. Since ideals serve as the mainspring of conduct, citizenship education can be effective only when they are strong enough to secure desirable responses. The engendering of right ideals is one of the most important contributions that the

* Baltimore Bulletin of Education, Vol. VIII, No. 4, p. 81.

† Merriam, Charles E. Civic Education in the United States. New York: Charles Scribner's Sons. 1934, p. 83.

elementary teacher can make to the education of future citizens.

The opportunities that the teacher has for teaching citizenship come largely through three avenues: (1) the organization, the management, and the administration of the school; (2) instructional activities; and (3) extra-curriculum activities.

In the management of the school pupils may have an active part. A few examples will suffice. From day to day various pupils may assume responsibility for different tasks. In any up-to-date classroom there is likely to be a bulletin board on which is posted a list of schoolroom chores, together with the names of pupils who are to do them. Many occasions for incidental teaching of desirable habits arise during the course of a day. In sharing materials during free activity periods there is practice in co-operation. In refraining from interrupting when another child is talking there is practice in consideration for the rights of others. One of the ways in which pupils are sometimes made conscious of their obligations as school citizens is through their participation in formulating school codes. The fact that teachers recognize the significance of the qualities of citizenship that a child displays in his life at school is shown by the practice of devoting space on report cards for rating these qualities.

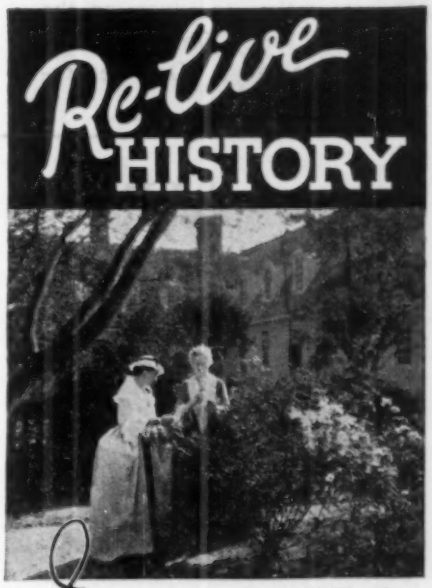
The regular instructional activities of the school furnish unlimited opportunities for teaching good citizenship. There is scarcely a school activity that does not lend itself to such teaching. This does not mean, of course, that subject matter is to be distorted in some bizarre fashion to the detriment of its primary purposes. It does mean, though, that teachers should be alert for appropriate opportunities for teaching citizenship. At one time, the task in hand may lend itself to driving home lessons in service or in truthfulness; at another time, it may be suitable for emphasizing tolerance and respect for peoples of other lands; at still another time, it may help develop a scientific attitude—a willingness to suspend judgment until all the evidence is taken into consideration.

The common, integrating type of education that the elementary school gives—education needed by all regardless of sex, or race, or creed, or social status, or probable future occupation—must not be overlooked as one of the most significant contributions to preparation for citizenship in a democracy. It is this common background of experiences that furnishes what Bagley calls a "community of culture." He stresses "the need of a democracy for many common elements in the culture of all the people, to the end that the people may discuss collective problems in terms that will convey common meanings."‡ And it is to the elementary school—the school that enrolls for a longer or a shorter period of time practically all the children of all the people—that we must look for the development of a "community of culture."

Extra-curriculum activities furnish a third means of teaching citizenship. The school newspaper is invaluable in building up proper school spirit. The student patrol may arouse sentiment for safety. The school band, the Junior Red Cross, Girl Scouts, Boy Scouts, and various other organizations all provide situations in which practice of the traits of good citizenship, such as sportsmanship, courtesy, co-operation, initiative, and dependability, is needed.

It is no exaggeration to say that the hope of the future depends upon the contribution that the present generation of

‡ Bagley, William C. Education and Emergent Man. New York: Thomas Nelson and Sons. 1934, pp. 145-146.



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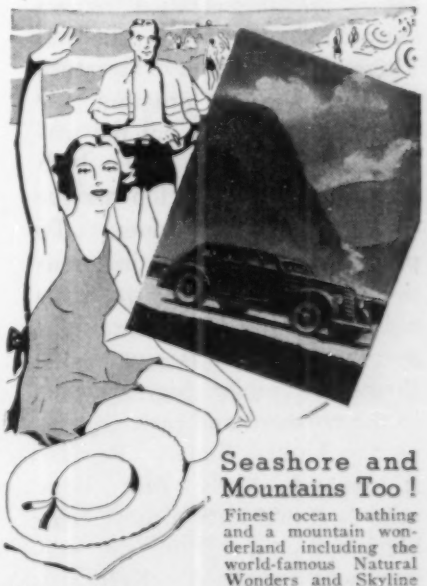

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teachers makes to educating the pupils of today for citizenship in a democracy. One generation soon passes; to the younger generation we give the torch. The type of education that the younger generation receives will determine whether it can discharge ably its obligations.

What Speech Activities?

By WILLIAM T. GRUHN
Simmons Junior High School
Aberdeen, South Dakota

A survey disclosed that many Junior High Schools lack any well organized speech program.

THE organization of extra-curricular activities has presented a difficult problem to the junior high school administrator. The philosophy of the junior high school calls for a wide program of activities organized on the interest and ability levels of children from twelve to fifteen years of age. The administrator and his staff realize the need for these activities, but the lack of information and experience in this field presents a decided handicap in their organization.

The staff of the Aberdeen junior high schools was confronted with such a problem when, in the fall of 1935, they began the organization of an extra-curricular speech program. There was ample literature covering such a program for senior high schools, but the material available on junior high speech activities was too meagre to be of great values. To provide the necessary information, a comprehensive questionnaire covering extra-curricular speech activities was sent to 300 three-year junior high schools in the northern and eastern parts of the United States. Because it seemed likely that large schools would have a more complete speech program, the survey was confined chiefly to schools in the large cities. Of the 300 schools, 141 responded either by returning the completed questionnaire or by letter. Only one of the 141 schools that answered the questionnaire had an enrollment of less than 250 students, 51 had an enrollment of 251 to 750, and 84 had an enrollment of more than 750. Five schools did not indicate the size of the student body.

The Extent of Organized Speech Programs

Apparently speech activities are quite uncommon in junior high schools, for only 26 schools (18 per cent.) indicated that they are attempting a well-organized program. Forty-eight schools (34 per cent.) reported that they have some extra-curricular speech activities, although they do not consider it a well-organized program; while 67 schools (47 per cent.) stated they have no extra-curricular speech work at all.

Debate Activities

Debate is the most popular of the speech activities in the junior high schools studied, for fifty-three schools, or 37 per cent. of those responding to the questionnaire, indicated that they have such activities. The debate activities are largely of an informal nature, 41 of the 53 schools engaging in informal competition outside of their own organization; only five schools engage in competition with other junior high schools in the same city, and only two compete against schools outside the city.

The informal nature of debate competition is reflected in the entire organization of these activities. In the selection of the subject, the common practice is to use several questions during the year, with preference shown for those of a simple nature which require little research on the part of the pupils. Not only is most of the preparation carried on during the school day, but debates are held during school hours before an assembly, a club, or an English or social studies class. There is no uniformity in the choice of judges, 20 of the 53 schools using adults, while 16 have pupil judges. A few schools have no-decision debates, and others an audience decision. It was almost unanimously reported that pupils act as chairmen for the debates.

Declamation and Oratory

Declamation is next to debate in popularity among the schools that have some extra-curricular speech work. Thirty-nine of the 141 schools (27 per cent.) have declamation activities, but only 29 schools (20 per cent.) are carrying on a definite program. The informality which characterizes the debate work is also found in the reports that were made on declamation, most schools stating that all such activities are more or less informal among pupils within the same class or club. Fourteen schools have formal contests open to pupils within the same grade, and seven schools have competition between all pupils regardless of grade. Inter-school contests in declama-

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tion for junior high school pupils are rare, for such competition is reported by only eight schools.

Oratory seems the least favored of the speech activities. Only 13 schools (9 per cent.) checked this part of the questionnaire. The program in this type of activity is very similar to that in declamation, consisting of informal competition among pupils who present memorized orations which are usually not original with the contestant.

Extemporaneous Speech

Junior high school competition in speeches prepared by the pupil himself appears to be anything but extemporaneous speech as we ordinarily think of it in senior high school and college, judging from the responses made by the 27 schools (19 per cent.) which reported this type of extra-curricular speech work. In 19 of these schools this type of speech work takes the form of formal competition between pupils of the same class or club, while no schools reported inter-school competition. Practice regarding the choice of the topic is divided. About one-half of the schools assign topics to pupils, but the other half permit them to choose their own. Practically no schools give contestants a limited time to prepare these talks, which vary in length from two to seven minutes. Notes may be used in some schools, but not in others.

Conclusions

The only decisive conclusion that may be drawn from this survey is that junior high schools do not have as well-planned programs of extra-curricular speech activities as are commonly found in senior high schools. The frequent comments added to the questionnaires by the principals who answered them indicate a deep interest in the subject and lead one to believe that they are not doing as much in this field of activity as they would like. Since the survey covered a considerable number of schools in large cities scattered throughout the northern and eastern parts of the United States one may conclude that this lack of speech activities is characteristic of most three-year junior high schools.

Although this survey does not present conclusive evidence as to the organization of speech activities, it does show some present practices which may provide a starting point for the junior high school staff which is interested in developing an extra-curricular program. This evidence indicates:—

1. That speech activities in the junior high school are largely informal as compared with the formal program usually found in the senior high school.
2. That these activities are frequently the outgrowth of classroom and club activities.
3. That junior high school competition is on an intramural rather than interschool basis.
4. That the speech program is usually conducted in school time and is frequently on a strictly pupil-activity basis with pupil judges and chairmen.
5. That debate is the most common speech activity, but not of the formal, highly competitive type found in the senior high school.
6. That oratory is the least preferred speech activity.
7. That the extemporaneous speech work is composed of class reports and informal talks which the pupil has prepared in advance rather than of the type of activity typical of senior high school or college competition.

The Small-Town Superintendent

By PAUL HERBOLD
Manhattan Beach, California

HAVING observed several small town superintendents in action over a period of years I have come to the conclusion that certain things are fundamental to their success.

The first essential is to have policies and objectives that are sound. These are to be made known to the four major groups that have an interest in the schools, namely the students, the parents, the teachers and the board of trustees.

If these aims are worthy and well publicized the superintendent will be given sufficient support to continue in office and to make realities of his plans. The superintendent who has no established policies, but who bends like a reed in the wind to every pressure put upon him, will in the end fail.

The administrator, particularly in the small town or city, must strive to maintain favorable relationships with four or more distinct elements. Fundamentally he will deal with all in the same manner, but superficially there may be differences in treatment.

In dealing with his board of trustees the superintendent should be frank. He should report to the board conditions as they actually exist in the schools. The superintendent should know his system so intimately that he can report with close accuracy on anything relating to the schools. If he does know his system and does present both good and bad conditions to the board he will thereby win their confidence and support.

The superintendent should not try to force acceptance by his board of plans that he desires to have put into effect unless the community is ready for them. The superintendent's primary job is to give the most possible value with what he already has in the way of staff, buildings and equipment. Gradually he may try to gain acceptance for what he considers more progressive and valuable methods and materials.

The superintendent should endeavor to sell the community on his plans. If he is a sound thinker, able to state clearly and briefly what he has in mind, and is consistent in trying to achieve it, he may hope for success.

In his community relationships the superintendent should bear in mind that his first obligation is to the schools. If they are run efficiently and effectively he will not need to worry as to whether he is taking a sufficient part in other community activities.

Frankness is again the key note in dealing with the teachers in the system. The teachers should be expected to support and make effective the plans of the superintendent. It is assumed that if he becomes unsuitable he will be removed. While he is in office he is justified in requiring that his teachers earnestly carry out his policies. He should be open to suggestions, but should, under all circumstances, lead rather than follow his teachers.

Something can still be said for certain of the educational objectives that have descended to us from the time of the first formal schools. If the superintendent can see to it that the students in the system are taught to be courteous to each other, to their teachers and to the adults in the community he will have accomplished much. If he can provide a situation in which they will learn thoroughly the fundamental skills, he will not be condemned.

The superintendent should be progressive but he should remember it is unlikely that in the last dozen years we have dis-

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Why I'm for Summer Schools

By SALIBELLE ROYSTER

Reitz High School
Evansville, Indiana

LET any individual with an exalted opinion of his own dignity or of the importance of his position go for a while to summer school. For summer school is a great leveler; it is thoroughly democratic and no respecter of persons. Side by side sit hoary—or bald—superintendents and young things just out of college, all attentive to the same professor; middle-aged, short-haired women, bespectacled youths in the early twenties, Catholic sisters, and dozens and dozens of young people between the ages of twenty-one and thirty-five; and there is even a sprinkling of undergraduates and of people not engaged in teaching. A persuasive atmosphere of good humor affects young and old alike; for all are in the same boat, leading the same kind of lives, struggling for the same kind of grades and credits—in short, summer-school students. Of course there are the Ph.D.'s and the near Ph.D.'s, who are really superior to the rest; but they are usually the most unassuming of people and admit their attainments only when questioned.

About the middle of the second week of summer school last year I tried the experiment of bestowing a smile and a "Hello!" on every fellow-sufferer I met whom I could reasonably conceive might know me by sight. The next time I met them, a surprising number spoke to me; and by the end of the sixth week, in a school of twelve thousand, I was meeting acquaintances on every hand! I didn't know the names of one in five of them; but, after all, what's in a name? I knew *them*.

For the first time either as graduate or undergraduate, I lived in a dormitory. It was no ordinary dorm, but a "graduate women's residence hall," with single rooms, with running water and dinner in courses at six. Such varieties of permanent waves, rouge, face powder, lipstick, nail polish, crisp summer dresses, and feminine footwear are seldom assembled in one place; for practically everyone was well-groomed, neat, and stylishly dressed. The day of the dowdy school teacher is past. Here it was easy to get acquainted, for one met many of the same people in the corridors, in the elevators, and in the dining room. The great majority of them were urban high school teachers, working on advanced degrees; yet the place had a most un-school-marm-like atmosphere.

Age and previous condition of servitude meant nothing. There was one large table full of nuns and another smaller one in the corner for negroes. At our own dinner table we had one white head, one just going pepper-and-salt, and three in graduated shades of brown, besides my own, still inky but by no means juvenile. Yet never was a more congenial sextette thrown together by chance. We saw the same plays and movies, read the same books, ate the same beans and fish and salad (with good grace or bad), slept on the same kind of narrow cots, used the same shower-baths and salad forks, rode in the same packed elevators, read in the same libraries (where elbow room was at a premium) and joined in the same grand scramble for eight-thirty classes. The professors and their theories we discussed as freely as ever we were ourselves sized up by our own pupils back home.

Most interesting and colorful is the campus, where a hat on man or woman is a rarity. There is no place to hang it during classes and no need for it in the brief but leisurely cigarette-smoking periods between classes. Occasionally a professor wears a hat—a freakish one. One of mine had a white one lined with vivid green, which he pulled down at an angle over his glasses when outdoors, and parked on a chair in the corner of our classroom when he came inside!

Inside the classrooms and libraries is the same genial, good-natured attitude that prevails on the campus. Maine meets California, and Florida the Dakotas in careless rivalry. Georgia and Texas scrape acquaintance with the far West and the conservative East. Such variety of accents and localisms in speech is seldom heard on this side of the Atlantic. Southerner, Easterner, and Tidewater Virginian all drop their r's in a

manner exclusive and inimitable, each one unlike all the others; Middle-Westerner and native of the Pacific Coast are equally distinctive. A great university is indeed a melting-pot; for not only do people from states widely separated learn to know and tolerate each other, but also to be civil to representatives from almost every other nation on the globe. The number of races and nationalities is surprising—Chinese, Japanese girls in native costumes, Negroes, Hindus, Russians, Puerto Ricans, Philippine Islanders, Jews, Polacks, Hawaiians, Koreans, and all kinds of South Americans, in addition to the fifty-seven ordinary varieties of Europeans. Naturally there is a considerable number of radicals. Sentiments worthy of the soapbox oratory of Washington Square were uttered freely, and revolutionary leaflets were distributed without causing even a ripple among the more conservative students. The echoes soon died away, and nobody minded.

Again let me recommend that any person inclined to take himself too seriously or one who values himself not quite enough go for a while to summer school; for summer school is at once a great leveler and a great uplifter. The atmosphere is one of youthful eagerness and vitality as well as one of culture. There one may behave like a human being in spite of being a pedagog—may even be young again and be a teacher, too. I'm again looking forward to the summer.

All in the Day's Work

By EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

"Probable Graduates"

We published today the *probable graduates* for 1937. Each year at about this time we give out such a list. Any student whose name is not announced knows, and his parents and friends know, that he has no chance of graduation. This practice avoids the embarrassment of eleventh hour disappointments.

It is very hard to be sure that all parents know the exact standing of their children. I have had in my experience parents expecting a boy or girl to graduate even though the requirements had been no more then three-fourths fulfilled. I once had a man call me on the telephone the day after graduation to find out why his ward had not received a diploma the night previous. This was in spite of the fact that the whole situation had been explained several weeks before in a letter, to which an answer had been received!

After the graduation clothes have been bought, the pictures taken, and the invitations sent out, it is difficult, and no doubt unfair, to say that no diploma will be issued.

Publishing a list of probable graduates does not solve all the problems. There are always some pupils who plan merely to get by. When these see their names on the list, they are apt to let up on their effort, thinking that their graduation is assured. We make provision, therefore, for special study after school for such delinquents and require them to attend until their prospects of meeting all requirements are good.

The plan that I have outlined saves us the painful experience of having broken hearts at graduation time.

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Research Assistant, Department of Educational Investigation and Measurement, Boston Public Schools

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Dear Dr. Cummings:

An eight-year-old boy, A., was recently admitted to my school by transfer from a private school. He had reached the third grade in the latter school, and was accordingly placed in grade three by me. After a week in that grade the teacher asked my permission to demote A. to grade two as he was unable to read on the class level. After five weeks in grade two, A. was again demoted, this time to grade one, with the promise that if he improved in reading in the following three months he would be speedily returned to the second grade. The trial period in grade one has passed and A.'s mother is insistent that he be returned to grade two. The teacher of the first grade reports that A. is only able to read on grade one level.

What can you advise?

E. M. M.

Comment—

I am forced to criticize severely your procedure in this case. A.'s learning difficulty must be diagnosed by a mental test and a reading achievement test so that he may be placed in a situation favorable to the mastery of his educational disability. Having ascertained his mental age and reading grade by means of these standardized tests, you should effect A.'s proper placement immediately.

If the test results show (1) that A. is mentally able to succeed in the work of grade three; and (2) that his reading level is below that of grade three, it follows that A. should be retained in grade three and effective remedial work in reading instituted. If, however, A.'s intelligence quotient indicates inferior intelligence in addition to the reading disability, special class placement must be considered. At present A. is seriously misplaced, and an immediate check-up by standardized tests will reveal the grade in which he should be placed in order to receive the instruction fitted to his needs.

•

Dear Dr. Cummings:

I am much concerned about a twelve-year-old girl, G., in my seventh-grade class. Her poor behavior is the cause of an almost complete failure in her school work. She has defective eyesight, and is underweight for her age. She steals from home and the school, and when confronted with her acts runs out of school rather than face the consequences. I think the home situation is responsible in great part for this, as the father beats the mother and girl, and terrifies them. At times, G. seems to be in a trance-like state, utterly unaware of what she is doing. I would welcome your advice.

A. L. S.

Comment—

The home is the principal factor in G.'s school failure. This case should be handled by a child welfare society in your city, and this agency will undoubtedly institute court action against the father.

Meanwhile, G.'s physical condition should be remedied; glasses provided to correct her defective vision, and the cause of the malnutrition discovered.

•

Dear Dr. Cummings:

After reading your good advice to bewildered instructors of non-readers and poor readers, I am encouraged in asking aid on my particular problem among the Crow Indians.

These people speak Crow at home and this is a serious handicap. I have junior high school work, and the pupils as a whole cannot read third grade material intelligently. They have a narrow vocabulary, and in many instances cannot sound words or accent them. What means would you take to bring them up to grade in reading ability? I shall greatly appreciate any advice you can give me as will my co-workers.

A. M. A.

Comment—

It is an accepted fact that every teacher is a teacher of reading, so it is your problem to take your pupils where you find them in reading, and give them the foundation which they lack in that subject. You will need to undertake a remedial reading program with your group which will necessitate first giving them experiences which will aid them in understanding the stories and activities about which they read. A part of the class time must be devoted to increasing their facility in conversation and in the use of ideas in order that they may speak with ease and freedom. Vacabulary building in all subjects must be stressed. Accuracy in enunciation and pronunciation must be required.

Coincident with this program your children should be given reading material suited to their interests with a vacabulary on their present reading grade level. As progress is made in their reading achievement an increased desire to read will be noted.

For those pupils who present specific or unusual difficulties after the inception of this program, individual diagnosis must be resorted to in order to ascertain and remedy the reading difficulty.

The News Digest OF EDUCATION

Honored by Pupils

Detroit Teacher Ends His Fiftieth Year

DETROIT, Mich.—Professor Romuald Piatkowski's boys returned recently to pay him honor. From thirty-four states and from all walks of life they came to help him celebrate his golden anniversary as an instructor. Those who could not come sent telegrams from twelve additional states and far-away Poland. Through it all the bearded, seventy-nine-year-old instructor whose cloistered career as a scholar and a religionist at the SS. Cyril and Methodious Polish Roman Catholic Seminary at Orchard Lake has kept him from the busy world, acknowledged tribute after tribute without visible display of emotion. Then came a cablegram that brought a deafening burst of applause from the more than 600 persons assembled. When Dr. Hieronim Pawlowski, the master of ceremonies, had finished reading, Professor Piatkowski wiped a tear from his eye. The cablegram was from Ignace Paderewski, the great pianist, a neighbor in his native land, whom he met in this country.

Authority

Ain't Ain't Wrong Says Professor

PRINCETON, N. J. — The word "ain't" is not necessarily an incorrect usage but merely a colloquialism, according to Professor Harold H. Bender, chairman of the Department of Oriental Languages and Literatures of Princeton University, and an authority upon the origin, history and relationships of words, who has traced the expression back as far as the independence of the United States. The form "ain't," he declares, was first recorded about 1775, as a contraction for "are not," but later it came to be applied to "am not" and "is not." At nearly the same time "has not" was contracted to "hain't." This, in turn, grew to be "hain't" and finally "ain't" for both "has not" and "have not." "It is obvious that there has been merging of forms from different sources with different meanings," Professor Bender said, illustrating this with the sentence, "They ain't here and they ain't been here."

New York's Improved Report Cards To Include Personality Traits

NEW YORK.—A "humanized" report card, placing more emphasis upon the child as an individual and less upon his mark in arithmetic or spelling, will be introduced in the New York City schools next Fall, Dr. John K. Bolen, assistant superintendent of schools, disclosed recently.

Personality traits of the child will be stressed in the grading system and such factors as the child's ability to get along with others, his reliability, health habits and similar characteristics will weigh more than the number of A's or B's received.

With the introduction of this system will pass, Dr. Bolen points out, the fear and trembling of thousands of nervous and sensitive children, who trudge wearily home at the end of the school term wondering what their parents will say.

Dr. Bolen revealed that an experiment in "humanized" report cards, introduced in Queens last September, has been successful and on the basis of the results obtained it is felt other sections of the city are ready for this step. He pointed out, however, that the process would have to be gradual, and would take some time, as there are 700,000 children in the elementary schools.

"This new report card will give the parent more information as to the growth of the child's personality in terms of desirable traits," Dr. Bolen said. "More and more there is a tendency in our schools to regard the child as an individual, to treat him with sympathy and understanding."

Approval of the report card has been given by Dr. Harold G. Campbell, superintendent of schools. He emphasized the importance of checking up on the child's habits, saying: "We will take care of the three R's if the parents take care of his habits."

Gould Promoted

Boston Board Elects Him as Superintendent

BOSTON.—After seventeen years of service as an assistant superintendent, Arthur L. Gould recently became superintendent of the Boston school system to fill the unexpired term of the late Dr. Patrick T. Campbell. Mr. Gould was elected by the Boston School Committee by a 3 to 2 vote and took over his new duties the following day. In his capacity as superintendent Mr. Gould will serve until August 31, 1942, at a salary of $12,000. In 1906 he entered the Boston school system, serving in numerous capacities until his election as an assistant superintendent in 1920.

Oath Stands

Repeal Measure Killed in New York

ALBANY, N. Y.—A bill designed to repeal the Ives Teachers' Oath Law has been killed in the Assembly education committee, Harry L. Averill, committee chairman, declared. Only one of the fifteen committee members, Emerson D. Fite, Poughkeepsie Republican and Professor of Political Science at Vassar, voted to report the bill out. Thirteen members voted to kill the bill and there was one absentee. The committee's action came as requests for a hearing poured in from opponents of the law. The measure, which was sponsored by Rudolph Zimmerman, Brooklyn Democrat, was the only teachers' oath repealer to be introduced in the Legislature this year. Twenty-three college and university presidents in the State recently urged repeal of the Ives law in a petition to the Legislature.

Improvement

Freshmen Stronger And Bigger Each Year

CINCINNATI, O.—Larger, stronger, healthier freshmen make up the incoming class at the University of Cincinnati this year than at any time in the twenty years covered by the university records. "The present generation just coming into manhood," said Dr. Laurence B. Chenoweth, professor of hygiene, "is physically superior to any other generation concerning which definite scientific knowledge exists."

Survey Shows Educational Level In America Definitely Rising

WASHINGTON. — Although the population of the United States is probably the best educated national group in the world, the average American has completed only an elementary school course of study. The Office of Education reveals this fact in its Statistical Summary of Education, recently released.

The Summary does show, however, that with larger numbers of students attending and graduating from both high school and college throughout the Nation, and with the death of many aged persons who did not get much formal education, the educational level of our country is rising.

Glancing through the Statistical Summary, one finds high-light information on the number of schools in the United States, the various types of schools, significant changes in school enrollment, number of high school and college graduates, number of teachers, sources of income for education, school expenditures, value of school property, and the estimated education of our country's adult population.

For every pupil in our American schools there is an investment of approximately $400 in school property, according to the Office of Education. The total estimated value of school property in the United States, plus endowments, is $12,050,000,000.

A larger number of men are going into the public elementary school teaching field. Teacher personnel reports reaching the Office of Education indicate that despite a decrease of 21,061 teachers in public elementary schools from 1932 to 1934, there were 7,124 more men teachers employed in 1934 than in 1932.

The total income for education, public and private, from kindergarten through college, decreased 22.6 per cent from 1929-30 to 1933-34. For publicly controlled schools and colleges the decrease in receipts was 21 per cent from 1930 to 1934. For privately controlled schools decreases in receipts were 29.8 per cent during the same period of time.

Resignation

Dr. Bryan Quits as Head Of Indiana University

BLOOMINGTON, Ind.—Dr. William Lowe Bryan, president of Indiana University since 1902, has presented his resignation to the board of trustees of the university. George A. Ball, of Muncie, Ind., president of the board of trustees, said the board had accepted the resignation and that Dr. Bryan had been named president emeritus of the university. Mr. Ball said a successor would be appointed at "the earliest possible date."

Teachers Elect

Exeter Instructor Picked as President

BOSTON.—Frank W. Cushwa, of Phillips Academy, Exeter, N. H., was elected president of the New England Association of Teachers of English to succeed Professor Ralph P. Boas, of Wheaton College, at the conclusion of the thirty-seventh annual meeting here. Throughout the meetings of the two-day convention much of the discussion centred around the function of the teacher of English, particularly with regard to the expansion or concentration of the teaching matter, with advocates of the former method pointing out that to read intelligently or to express themselves well, pupils must know something about the subject of the reading material and have something in their minds which is worthy of expression. Other officers elected were Miss Winifred Nash, of the Roxbury Memorial High School for Girls, vice-president; Professor Charles Swain Thomas, of Harvard University, editor; A. Bertram de Mille, of Simmons College, secretary-treasurer.

Want Salary

Payless Teachers Go Out on Strike

SCRANTON, Penn. — The Fell Township schools were closed recently by a strike of fifty-five teachers, who said they have been unpaid in four months. Their strike brought a holiday for 1,700 students. John Ruddy, president of the Fell Township Teachers' Association, said the strike was called because of the termination of their contracts by the school directors and that the question of payment of back wages was a minor issue. "The directors purposely sought to avoid the tenure rights which would go into effect next year," he said. Two teachers declined to join the walkout.

Ups and Downs

Progressive Education In Nation Spotlight

ROSLYN, L. I.—Progressive education had its ups and downs one week recently. In Roslyn, L. I., several hundred parents protested against its "new-fangled projects" and requested a return to the safe and sane three R's of the old-time elementary school. On the national scene, however, the prospect was distinctly brighter. At its convention in St. Louis the Progressive Education Association pointed to 1936 as a turning point in its history. In place of debts it reported solvency, plus $750,000 in research grants from several foundations. Its membership has increased to 10,000 with 80 per cent drawn from public schools. Formerly it had been almost exclusively a private-school organization. Moreover, it has seen "activity programs" of the type it sponsors introduced into schools all over the country, particularly in California and New York City. Harvard University is conducting a seminar this Summer in connection with the association.

Sue for Jobs

Reinstatement Sought By Ousted Night Teachers

NEW YORK. — Thirty elementary school principals, recently ousted as evening school teachers, have filed an application, which was to be heard by Justice Salvatore A. Cotillo, for an order directing the Board of Education to reinstate them. The dismissals resulted from the adoption by the board of a new policy to eliminate from the evening school staff those holding positions in day schools. Through their attorney, State Senator A. Spencer Field, the teachers charged that the policy was a violation of the State Education Law. All had duly qualified as evening school teachers and actually had served in the evening division, in addition to holding their day jobs, for varying periods before they were dropped. According to Mr. Field, the identical question raised in the suits of these thirty was settled recently by the Appellate Division in another case, but the Board of Education does not agree.

Pupil Convicts

Textbooks Compete With Ball and Chain

CHICAGO. — Textbooks are competing with the ball and chain in the State's program for rehabilitating convicts. Joseph E. Ragen, State superintendent of prisons, reported that more than 1,200 inmates of the Stateville Penitentiary at Joliet attend classes in the vocational and correspondence schools. "Our men have surprised even the most optimistic of us in their enthusiasm for the vocational school," he said in an interview. "There are more than 700 men enrolled now and we are planning added facilities for those who are seeking to enroll."

Coronation Guests

Colonies to Send Students for Ceremonies

NARAMATA, B. C.—Fourteen students of British Columbia schools are to be chosen to attend the coronation services in London in May. Those selected must have standing sufficiently high to insure their promotion in September as the trip will necessitate a two months' holiday. This feature of the coronation is under the auspices of the Overseas Education League and will include students from all countries of the Empire. Events in the program arranged for them after the coronation ceremonies are services at Westminster Abbey, Westminster Cathedral, and Albert Hall. The students will be given opportunity to visit British public schools and will all convene at Bournemouth in Sussex for a holiday school. On this unique excursion, 200 boys and girls will sail the end of April from Canada. It is an Empire Youth congress on a large scale.

Current Events

School Stress On News Grows

ALBANY, N. Y.—Senior high school students in New York state who made a practice of reading national and state daily newspapers apparently felt at ease when they glanced at questions contained in final examination papers. A number of questions in English, economics, and American history, dealt with current controversial issues. For example—one of the first questions in English called for a 300-word composition on a topic of both national and state interest, such as: 1—Price-fixing in the dairy industry. 2—Industrial unions versus craft unions. 3—Activities in a CCC camp. In American history students were asked to select five of the following and (a) indicate the field in which each person selected has done important work and (b) give a contribution made by each: "Henry Wallace; Carter Glass; Lewis Lawes; Walter Lippmann; Eugene O'Neill; Walter Damrosch; Jesse Owens; Norman Thomas; Sinclair Lewis, and Robert Wagner."

Ceremony

Brookline Opens New Baker School

BROOKLINE, Mass.—Informal exercises, including a flag-raising, attended the opening of the new Edith C. Baker School here, with Mrs. Baker, for whom the school was named, taking part. Mrs. Baker, who has been a member of the Brookline School Committee for the past thirty-seven years, assisted William T. Reid, Jr., former chairman of the committee, in raising the flag to the staff in front of the new building. Though the school building was opened, only the kindergarten and first three grades were occupied. Two more grades are to be added and next Fall the entire building will be occupied.

Ability Survey

Girl Students Rated Higher than Boys

MADISON, Wis.—A survey of University of Wisconsin students shows the women still leading the men in scholarship. Women students enrolled in the university last semester earned a grade point average of 1.648, which is .15 of a grade point higher than that of the men. This is the best the boys have done for many years. They were .21 of a grade point behind the undergraduate women students in 1933-34. The men made their highest averages in the classical humanities courses and schools of education and journalism. The women did best in chemical engineering, medicine and classical humanities.

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Dean Sees Money-Making Racket Developing in Education Courses

CAMBRIDGE, Mass. — Courses in education have a tendency to develop into money-making "rackets" quite separate from the arts and sciences departments of American colleges, states Dean Henry W. Holmes, of the Harvard Graduate School of Education, in his annual report.

Harvard's attempt to overcome this tendency by developing close contact between its education students and the activities of the university, has proved a distinct success since it was started a year ago, the dean declares, however.

This new program for the training of secondary school teachers, he stated, is administered jointly by the Graduate Schools of Arts and Sciences and of Education, thus breaking down the "historic feud" between these two branches of American college work.

"Teaching teachers to teach is a parody of the work of a school of education," the Dean declared, pointing to the need of a thorough cultural background in teachers who are to pass on the torch of culture to rising generations.

"If teaching sinks to the level of a public service dominated by politics," Dean Holmes asserts, "the fate of the universities becomes a matter of the gravest concern.

"The whole structure of a civilization in which universities can flourish, in which they can continue to be representative institutions, will be undermined if the profession of teaching cannot maintain its own standards against the degenerating forces of intolerance, political manipulation, and the subordination of cultural values to purely economic ends."

Money for School

Two Join in $700,000 Gift For School in Delaware

WILMINGTON, Del.—An anonymous gift by two donors of between $600,000 and $700,000 to the Wilmington School Board for the erection of a trade school has been announced here. One of the donors will pay for the site of the school and the other for the building, which will accommodate 800 boys and girls and have twelve shops, twelve classrooms, special rooms, laboratories, cafeteria, service rooms, and a gymnasium-auditorium.

Music Festival

High School Musicians Appear at Barnstable

HYANNIS, Mass.—More than 1,200 New England music lovers filled the Barnstable High School auditorium to overflowing recently to hear the annual concerts of the New England Festival Association in which 700 high school musicians participated. Of the group of young musicians, 170 played in the festival orchestra under the baton of Francis Findlay, president of the N. E. Festival Association and member of the faculty of the N. E. Conservatory of Music. Wearing the uniforms of their respective school bands, 150 students in the festival band added a medley of bright colors to this musical event, the largest ever held on Cape Cod. Their conductor, Paul Wiggin, director of instrumental music in Pawtucket, R. I., schools. The festival chorus of 300 voices, under the direction of Dr. Walter H. Butterfield, director of music of the Providence schools, proved to be one of the highlights of the concerts.

Courtesy

Puts Filling Station In Ideal University

INDIANAPOLIS. — Students in Professor Ross J. Griffeth's ideal university would have to work three months at a filling station to learn courtesy. And a long stay in China would be the course for students who do not observe the manners and customs of "good society," for the "Chinese could teach us much about propriety." Professor Griffeth, one of the younger members of the faculty of Butler University's School of Religion, told of these and other courses he would include in his ideal university. To teach students how to remain silent while others are talking, he would have a course in movie production. If you ever go into a classroom and see the students listening to praise of themselves on phonograph records, that will be one of Professor Griffeth's courses. He believes students for the ministry should listen to such records to sicken themselves of flattery.

Making a Choice

High School Students Select Good Reading

COLUMBUS, O. — If high school students are allowed to choose their own reading program, they by no means turn to purposeless browsing, according to Professor Lou La Brant, of Ohio State University. On the contrary one class which tried the plan at the university schools developed interest in more mature books than adolescents usually enjoy. While at first the youngsters read mainly fiction, in the last year it comprised only a third of their reading, Dr. La Brant points out. Meanwhile drama, poetry, essays and sociological works increasingly attracted their attention.

George Eaton

ANDOVER, Mass. — George T. Eaton, a teacher at Phillips Andover for a half a century and known to thousands of college men throughout the world, died recently following an automobile accident. Because of his long service at Andover he was known among educators of the country and served for many years as a member of the Andover school committee. After fifty years at the academy he retired but continued as statistical secretary of the alumni association.

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Rural British Columbia Likes Its Regional Library Service

VANCOUVER, B. C.—Communities in rural British Columbia that are fortunate in having regional libraries are finding them an added inducement to prospective home owners.

The plan was inaugurated in 1930 by Dr. Helen Gordon Stewart, who now occupies the chair of Rural Library Organization in the University of Louisiana.

The initial cost was borne by the Carnegie Corporation with a grant of $100,000 for experimental purposes, the object being to provide rural readers with books as satisfactorily and as economically as is possible in cities.

The first region to see the library vans, with a qualified librarian in charge of the books, was the Fraser Valley which extends from the river to the United States border and is about seventy-five miles in length. This is in a true rural district and the vans were able to reach the most remote subscriber.

After a most successful five years of demonstration, the taxpayers accepted the gift of the equipment and some 25,000 books and agreed to carry it on.

In 1936, a Vancouver Island district and a large area in the Upper Country known as the Okanagan (Lake) Valley adopted the scheme and are now making rapid progress with organization and perfection of the plan.

In a remote cabin in the hinterland one may find the latest book on economics or philosophy, the best biographies, the best seller of fiction. It may be necessary for the subscriber to walk to the van-stop on the nearest road open to such traffic, but this is often less inconvenient than the city dweller finds in making a cross-town trip to his library.

"Polish Apple"

Students Don't Get Far With Professors

PULLMAN, Wash. — It's "apple polishing" time in Washington State College, and many a flunking student is praying that the old trick will work. "Polishing the apple" is the liberal translation of Dr. Carl Dent's professorial definition: "The practice of students flattering their professors, assuming that such gestures will result in higher marks." "Sometimes I am taken in," admitted Professor C. W. Stone, "but not for long, because the student's bluff usually punctures itself with time." Dr. Dent insists he can recognize a "polisher" at once. "The apple polisher," he explained, "no matter how subtle his technique, reveals his motives rather quickly to the intelligent teacher. Therefore, it is not very difficult to adjust your response to such a situation." The English instructor, Professor G. H. Goetzl, hesitated before he replied: "It is pleasant to have young maids smile at you, but it doesn't do any good."

Seek Change

Unpaid Education Board Urged for Massachusetts

BOSTON.—Abolition of the present Massachusetts Department of Education and substitution of an unpaid board of nine members was urged recently before the legislative committee on state administration. Under the bill, the volunteer board would appoint a paid Commissioner of Education who would be subject to their rules and regulations. Appointments to the board would be staggered, so as to expire at different times. Since 1919, the Commissioner has been appointed directly by the Governor. It was argued that the new plan would relieve the Governor from political pressure to name the Commissioner and would relieve local school boards and teachers from fear of political domination by the Commissioner.

Royalty Unbends

Prince to Attend Japanese Public School

TOKIO.—For the first time in 2,597 years, a member of the imperial house of Japan plans to enter a regular public high school. At the request of his father, Prince Iehiko Kuni, sixteen, will be accorded the same treatment as that given sons of commoners. Iehiko, who is interested in biology and botany, is to enroll in a university preparatory course at Kyoto in April after the imperial house grants permission and special arrangements have been made by the ministry of education. His father is a first cousin of the empress and chief ritualist at the grand shrine in Yamanda-Ise, considered by Japanese the most sacred spot in the world.

Writing Letters

World Inter-Student Correspondence in Vogue

BOSTON.—To those teachers who are interested in having students begin interesting personal correspondence with students their own age in countries all over the world, the International Friendship League offers its service. The League has on hand names, ages and addresses of boys and girls in sixty-four different countries and territories. All the names have been certified by Ministries of Education of the various countries. Such correspondence has been found to be an aid in the study of geography, history, sociology, and economics. Full information may be obtained from Miss Edna MacDonough, executive secretary, International Friendship League, 41 Mt. Vernon street, Boston, Mass. A stamped addressed envelope is requested.

On Par

Rural Teachers Equal To Those in City

ESCAMBIA COUNTY, Fla. — An increase in salary amounting to approximately 10 per cent for city teachers and around 20 per cent for rural teachers will put them on a parity. Heretofore city teachers have generally received more than those in rural areas.

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Journey of Tots to Japan to Be Basis for Educational Material

NEW YORK. — Sadja Stokowski, aged six and one half, and Luba Stokowski, aged ten and one half, have set forth from New York City to see Japan. In their wake is a photographer and every time that Sadja says, "Oh!" or Luba says "Ah!" he will quickly put his camera to his eyes and take a picture.

Also in the background is Miss Helen Parkhurst, head of the Dalton school, making her seventh trip to Japan. And every time that Sadja asks, "What is that?" or Luba says, "That is interesting," Miss Parkhurst will make notes.

The results will be a picture book of Japan as seen through the eyes of American children, and films and educational material which will enable progressive schools to meet the exact demands of their young students for the things they want to know about another country.

Incidentally, but very important to both Sadja and Luba, there is in the party their mother, Mrs. Leopold Stokowski.

The trip has been planned to include four flower festivals, cherry blossoms, wistaria, peonies, and hollyhocks. The itinerary includes sightseeing, visits to schools and homes, and all kinds of opportunities to inspect Oriental culture and manners. Dolls will be presented formally to the little visitors in Tokyo and Osaka.

Miss Parkhurst, whose idea the trip is, made her first journey to Japan in 1924 when the Japanese Government invited her to stimulate the education of Japanese women. She has a record for traveling more miles in Japan than almost any other foreigner, and she has seen many places usually barred to them, including Iki, a naval base in the Russian-Japanese war.

Loans Up

University of N. H. Lends Students More

DOVER, N. H.—That better employment conditions are being found by college graduates was indicated when figures released by Raymond C. Magrath, University of New Hampshire treasurer and business secretary, showed that repayments on cash and deferred tuition loans made from the university loan fund were 28.9 per cent greater during the first quarter of the present fiscal year than for the same period in the 1935-36 first quarter. Economic problems among students and parents, however, are still great as shown by the comparison of the total of $51,465.78 which has been granted in loans to the middle of December, 1936, of this school year with the $48,016.85 loaned during the entire college year 1935-36.

Seymour Heads Yale

All "Big-3" Universities Have New Presidents

NEW YORK.—With the election of Dr. Charles Seymour as president of Yale University, the East's "Big Three" universities — Yale, Harvard, and Princeton—all will have presidents of less than four years incumbency in office. Harvard and Princeton came under new presidents in 1933 when the young Dr. James Bryant Conant (he was only forty then) succeeded Dr. A. Lawrence Lowell at Harvard, and Dr. Harold Willis Dodds, forty-four years old at the time, succeeded Dr. John Grier Hibben at Princeton. Dr. Seymour, provost and history professor at Yale, succeeds James Rowland Angell, who is retiring next June.

Warns of Exodus

Oregon Teachers' Interests Shifting

PORTLAND, Ore.—The combination of lagging teachers' salaries and increasing educational requirements in Oregon is reported producing a serious situation in schools throughout the state as capable new teaching material is shifting interests to more remunerative fields and morale on most staffs is reported becoming low. The state minimum salary law for teachers calls for $75 a month for an eight-month year. This is only $600 a year. Warning was sounded by R. E. McCormack, president of the Oregon State Teachers Association and superintendent of schools at Bend, Ore. "The service a teacher can render is most definitely curtailed by too low a salary," he declared. "When salaries reach the place that men teachers find they can have a comfortable living, raise families and give their children desirable social and cultural advantages, then, I believe, most of the problem of holding competent teachers will be eliminated."

Bill Defeated

Arkansas Kills Ban On Radical Teaching

LITTLE ROCK, Ark.—The Arkansas House of Representatives defeated recently a bill to prohibit the teaching of communism or any other foreign doctrines intended to start a movement to overthrow the state or national government. A few minutes after rejection of the bill by Representative Herman Horton, of Jonesboro, 46 to 19, Representatives Adrian Coleman and John E. Coates introduced a measure to repeal the Arkansas anti-evolution law enacted in 1928. Both proponents and foes of the Horton proposal said it sought to close Commonwealth College, a co-operative labor institution located near Mena, if proof were made that the overthrow of the government or free love were taught there.

Art Exhibit

Worcester Pupils Plan Monster Display

WORCESTER, Mass.—An exhibition of the art work being developed in the public schools of Worcester will be held at the Worcester Art Museum April 18 to April 26 inclusive. This exhibition is to be most comprehensive in scope, covering the fields of creative design, commercial art and crafts. It is unique in that every elementary, junior and senior high art class is to be represented, with a total of over 350 items. This display will exemplify the earliest results of a new course of study in art recently introduced in the Worcester schools by Leo T. Doherty, director of art. This course is obviously calculated to provide opportunities for all students to express themselves in terms of beauty and for gifted students indicates lines of endeavor which should ensure their best creative achievement.

Two Schoolmen

Included on Maine Unemployment Board

AUGUSTA, Me. — Two former school men have been picked for the unemployment compensation commission. Before retiring from office Governor Louis J. Brann selected Myron A. Bennett, of Sanford, as a commissioner. One of the first men chosen by the three-man commission was Isaac A. Smith, also of Sanford. Bennett had been superintendent of schools in Sanford for seven years and for another six years he was a member of the school committee. Smith taught in the high school at Phillips, his home town, later becoming principal of Norridgewock high school. He next taught at Webster grammar school in Auburn. Smith later acted as superintendent of schools for the three towns of Buckfield, Hartford, and Sumner. He transferred to Sanford and was superintendent there five years before giving up his school work to enter the banking business. He is cashier of the State commission.

Book Reviews

Changing the Curriculum

READINGS IN CURRICULUM DEVELOPMENT. By Hollis L. Caswell and Doak S. Campbell, both of George Peabody College. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

If education is to function effectively it must constantly have an eye to changes in the social and economic order, and must modify its procedures as the times may require. That our more important educators are already aware of this and actively planning and inaugurating curricular and other changes, is obvious to all observers.

But what are the needful adjustments? How extensive should they be? Should the schools go in advance of social change or follow in the rear of it? These are moot questions. What do our foremost educational thinkers advise about the curriculum?

A great deal of research would have to be done to supply the answer to this last question. Or else—one would need such a volume as Caswell and Campbell's newly published "Readings in Curriculum Development." In it are found the viewpoints of the best known educationists of our day. It is a masterly and comprehensive manual, which may be used for reference upon many different phases of the curricular problem; or it may even better be used as a text for professional studies in this field. A wide range of opinions is presented. The authors and compilers declare they have scrupulously tried to offer the strongest arguments on all sides of controversial matters — and they appear to have done this admirably. Here are gathered the best that modern educators have to say on the implications of the present hour for American schools and schooling.

• •

"Superintendology" for Tyros

THE BEGINNING SUPERINTENDENT. By Frederick Elmer Bolton, Thomas Raymond Cole, and John Hunnicut Jessup. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

No one can write a guidebook capable of telling a superintendent of schools what to do at every critical moment in his many-sided role. On the other hand, it is no longer necessary for a superintendent in his novitiate to go about bewildered as to his responsibilities or his general course of action in the upbuilding and maintenance of a modern system of public schools.

The present volume answers many a question of procedure. It goes into details. It treats of more duties and problems in a superintendent's life than the average layman would ever dream this official had to cope with. School board members themselves would be surprised at the magnitude and variety of the superintendent's tasks, as revealed in this manual of "The Beginning Superintendent." But what a help it might be if some of those board members were to run over in their minds the contents of this volume!

As its title implies, the book is mostly concerned with the school systems of moderate size, such as the new superintendent usually administers.

Seldom does a work of this character so well combine the practical with the theoretical, giving a well developed philosophy of the superintendent's social function and at the same time a handbook he is certain to consult frequently in the early years of his service as an administrative head of the people's schools in his community.

No superintendent who becomes conversant with this book will overlook the main purpose of facilitating the education of the child, nor will he remain ignorant of the financial and purely material aspects of his job.

• •

Looking at Business

HOW MODERN BUSINESS SERVES US. By William R. Odell, Harold F. Clark, Guy D. Miller, Oscar B. Paulsen, Dorothy L. Travis, Ruth M. Twiss. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This inviting volume leads to an insight into business procedures and meanings by a somewhat different pathway.

Modern business is presented in relation to its respective functions. The multitude of business services are grouped under broad classifications such as communication, travel, transportation, money handling, and personal budgeting. The text is interestingly written and the well chosen illustrations lend an atmosphere of vividness and reality which cannot fail to attract the student.

Aimed at increasing the student's economic intelligence and awakening him to the social importance of business, this unfolding of "How Modern Business Serves Us" should fit into a distinct niche in the educational system of a swift-moving world. It puts the mirror to business in a way that should promote an understanding of its part in present-day life.

• •

Reason in Reckoning

MASTER KEY ARITHMETIC. Grades Three to Eight inclusive. By Frank L. Clapp, University of Wisconsin, assisted by Harriet Sleeper, Hartridge School, Plainfield, New Jersey; Joy Mahachek, State Teachers College, Indiana, Pa., and Lillian Lamb Ralya, University of Wisconsin. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The very best of tools will do but a poor job when handled by an ignorant and bungling worker. Hence it would seem important, when regarding arithmetic as a tool subject, to seek the development of the pupil's understanding and skill in application of the tool, even more than the perfecting of the tool itself—the ability to perform fundamental processes. To say this is not to underestimate the need of ample drill in basic operations. Rather, it is to perceive that these alone are not arithmetic but only robotry.

"Master Key Arithmetic" carries out this emphasis upon the thought-values of arithmetic. The pupil is led by gradual stages to a perception of number relationships and a grasp of number problems that should justify the title, "Master Key." What is it all about? How shall I go at it? Is my result correct? Such are the questions each pupil must be taught to ask himself. And these arithmetics continually expose the learner to precisely those interrogations.

Repeated testing and opportunities for discovery of weaknesses and strengths are a commendable feature, as are the wide variety of interesting everyday situations drawn upon for problem material. On the whole, these texts seem to stand out prominently among the excessively large number of arithmetic sets competing for attention and adoption in the schools.

Winshipisms

"There are men who will read one of the best of books and remember nothing in it so vividly as the fact that the proof-reader overlooked an inverted S in some unimportant place."

•

"Teachers must be mental surgeons."

•

"It is a pernicious thing, a wrong to the child,—we might also say a desecration of God's work—to overlook or repress a child's individuality."

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D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Iroquois Publishing Co., Syracuse, New York

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Good Boys

Princeton Students On Best Behavior

PRINCETON, N. J. — Conduct of Princeton undergraduates from a disciplinary standpoint during the college term just ended was the best he has known, Professor Christian Gauss, dean of the college, said in his annual report to Dr. Harold W. Dodds, president of Princeton. The dean declared it was the third consecutive term of "exemplary conduct" on the part of his proteges. The type of excessively "collegiate" youth which was a product of the movement generally known as "the rush to the colleges" is gradually disappearing, the dean said. "The collegiate young man was precisely the one least adapted to the purposes of the college, who was trying to romanticize a type of life which he did not understand and into which he did not fit," he added. Dean Gauss credited Princeton's system of selecting undergraduates as "one considerable factor in this problem." The other was the increase in interest on the part of the average undergraduate in the problems of society and the world.

Science Language

Educator Predicts Richer Words in Texts

CHICAGO.—In another decade the words used in teaching science in elementary and high schools will be more extensive and richer than the simple vocabularies that have become pedagogically fashionable during the last few years, Dr. Otis W. Caldwell, general secretary of the American Association for the Advancement of Science and long a leader in science education, predicted to the American Science Teachers Association recently. Science instruction that will be coherent and cumulative throughout the pupil's whole school training, from first grade through high school, will be achieved in the next decade, Dr. Caldwell also foresaw. And teachers will be well trained in knowledge of the science they teach as well as in education methods, upon which most emphasis has been laid in recent years.

Co-operative Plan

Shop and School Courses For Springfield Students

SPRINGFIELD, Mass. — Plans for co-operative industrial training courses for boys who will study in school two weeks and work the next two weeks in shops, during a period of three years, and then devote a fourth year to full-time shop employment has been unanimously adopted by the Springfield School Board after reaching an agreement with seven manufacturing concerns of the city. To enable the city to qualify for state aid the approval of the State Division of Vocational Education is necessary, but the set-up is such that it is believed this will be purely a formal matter. The work will get under way promptly. It is hoped the plan may be extended to cover clerical as well as factory work.

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Grins Between Grinds

Cleared Up

The minister met Tom, the village ne'er-do-well, and much to the latter's surprise shook him heartily by the hand.

"I'm so glad you have turned over a new leaf, Thomas," said the good man. "I was delighted to see you at the prayer meeting last night."

"Oh," said Tom, after a moment of doubt. "So that's where I was."

• •

Telepathy

A general and a colonel were walking down the street. They met many privates, and each time the colonel would salute he would mutter, "The same to you."

The general's curiosity soon got the better of him, and he asked:

"Why do you always say that?"

The colonel answered:

"I was once a private and I know what they are thinking."

• •

Stay Lost

A Yankee was on a walking-tour in Scotland. Snow had fallen and he was struggling along a narrow road when he met a Highlander.

"I guess, friend, I sure am lost!" he said plaintively.

Scot—"Is there a reward oot for ye?"

American—"Nope."

Scot—"Weel, ye're still lost."

• •

Ingratitude

The old gentleman tumbled over a five-barred gate just in time to save himself from the angry bull.

"You brute," he spluttered, shaking his fist at the animal, "and I've been a vegetarian all my life."

• •

How About a Strap?

"I suppose," said the lady to the street car conductor, "if I pay the fare of my dog he will be treated the same as other passengers and be allowed to occupy a seat?"

"Of course, madame," the conductor replied politely, "he will be treated the same as other passengers and can occupy a seat, provided he does not put his feet on it!"

• •

Age of Romance

When Oliver Wendell Holmes was still on the Supreme Court bench, he and Justice Brandeis took walks every afternoon. On one of these occasions, Holmes, then ninety-two, paused to gaze in frank admiration at a beautiful young girl who passed them. He even turned to look at her as she continued down the street. Then turning to Brandeis, he sighed: "Ah! What wouldn't I give to be seventy again!"

• •

His Peer

Husband—"I passed Jones on the street yesterday and he refused to recognize me—thinks I am not his equal."

Wife—"Equal, indeed! Of course, you are. He is nothing but a great, fat, conceited idiot."